

# INDIVIDUALIZED PROFESSIONAL DEVELOPMENT PLANNING (A.A.)

**Name:** Arthur Attaboy  
**School:** Polk Middle School  
**Grade Level:** 7th & 8th Grade Social Studies  
**Available Technology:** 4 to 1 student to multimedia computer ratio; Wireless environment  
**Years Teaching:** 7 Years

## CURRENT INSTRUCTIONAL PRACTICES (CIP):

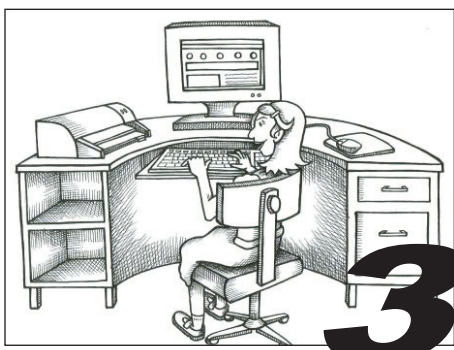


The participant at a CIP Intensity Level 6 supports instructional practices consistent with a learner-based approach, but not at the same level of intensity or commitment as a CIP Intensity Level 7. The essential content embedded in the standards emerges based on students "need to know" as they attempt to research and solve issues of importance to them using critical thinking and problem-solving skills. The types of learning activities and

teaching strategies used in the learning environment are diversified and driven by student questions.

Students, teacher/facilitators, and occasionally parents are all involved in devising appropriate assessment instruments (e.g., performance-based, journals, peer reviews, self-reflections) by which student performance will be assessed. The amount of differentiation is substantial based on the readiness level, interests, and learning styles of the students. The use of research-based best practices delves deeper into complex classroom routines (e.g., students generating and testing hypotheses, implementing cooperative learning, students identifying similarities and differences).

## PERSONAL COMPUTER USE (PCU):

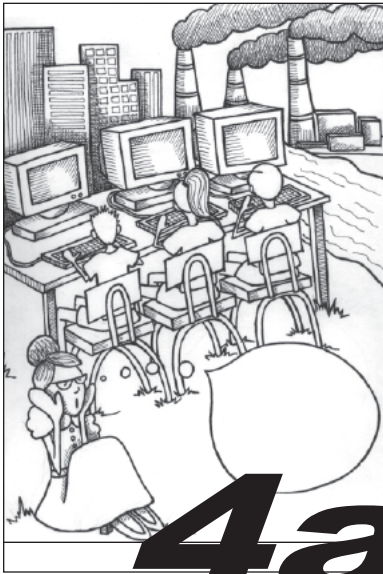


A PCU Intensity Level 3 indicates that the participant demonstrates moderate fluency with using digital tools and resources for student learning. Participants at Intensity Level 3 may begin to become "regular" users of selected digital-age media and formats (e.g., internet, email, word processor, multimedia) to (1) communicate with students, parents, and peers and (2) model their use in the classroom in support of research and learning. Participants at this level are aware of copyright issues and

maintain a moderate understanding of the impact of existing and emerging digital tools and resources on student learning.

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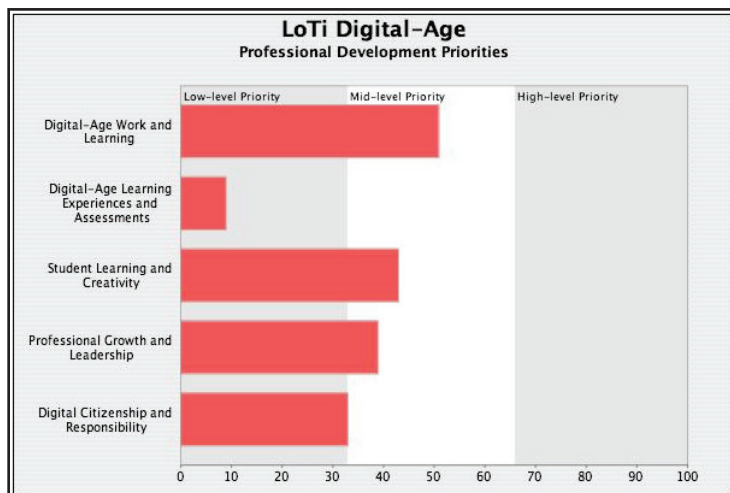
## LEVEL OF TEACHING INNOVATION (LoTi):



At a Level 4a (Integration: Mechanical) students are engaged in exploring real-world issues and solving authentic problems using digital tools and resources; however, the teacher may experience classroom management (e.g., disciplinary problems, internet delays) or school climate issues (lack of support from colleagues) that restrict full-scale integration. Heavy reliance is placed on prepackaged materials and/or outside resources (e.g., assistance from other colleagues), and/or interventions (e.g., professional development workshops) that aid the teacher in sustaining engaged student problem-solving. Emphasis is placed on applied learning and the constructivist, problem-based models of teaching that require higher levels of student cognitive processing and in-depth examination of the content.

Students use of digital tools and resources is inherent and motivated by the drive to answer student-generated questions that dictate the content, process, and products embedded in the learning experience.

## LoTi Digital-Age Professional Development Priorities:



**RATIONALE:** \_\_\_\_\_

**PROFESSIONAL DEVELOPMENT RECOMMENDATIONS:** \_\_\_\_\_

**MENTOR STRATEGIES:**

\_\_\_\_\_